

**Texas Education Agency
Standard Application System (SAS)**

2018--2020 School Transformation Fund - Implementation

Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Hearne ISD	198905104	Hearne Elementary School	
Vendor ID #	ESC Region #	DUNS #	
198905	6	105269117	
Mailing address	City	State	ZIP Code
900 WHEELLOCK ST	HEARNE	TX	77859-3096

Primary Contact

First name	M.I.	Last name	Title
Adrian	B	Johnson	Superintendent
Telephone #	Email address		FAX #
(979) 279-3200	abjohnson@hearne.k12.tx.us		(979) 279-3631

Secondary Contact

First name	M.I.	Last name	Title
Delic		Loyde	PSP
Telephone #	Email address		FAX #

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Adrian		Johnson	Superintendent
Telephone #	Email address		FAX #
(979) 279-3200	abjohnson@hearne.k12.tx.us		(979) 279-3631

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

701-18-112-022

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Standard Application System (SAS)**

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Schedule #1—General Information

Part 1: Applicant Information

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Vendor ID #	ESC Region #	DUNS #	
198905	6	105269117	
Mailing address		City	State ZIP Code
900 WHEELLOCK ST		HEARNE	TX 77859-3096

Primary Contact

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Authorized Official:

First name	M.I.	Last name	Title
Adrian		Johnson	Superintendent
Telephone #	Email address		FAX #
(979) 279-3200	abjohnson@hearne.k12.tx.us		(979) 279-3631
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			

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7.			
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Schedule #5—Program Executive Summary

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Currently, Hearne Elementary School has been identified as Focus campuses that demonstrates the greatest need for assistance in developing and implementing an Innovative Management Organization (IMO) Partnership that creates new and improves learning environments to substantially increase student achievement. Utilizing funds obtained from the School Transformation Fund grant, the district will implement the IMO Partnership Model designed to create a new governance structure that leverages the principles of school autonomy and accountability in making comprehensive changes in the staff and instructional model. In particular, planning grant funds will be utilized to create and build the capacity of an IMO that will oversee program in order to increase the effectiveness of teachers and campus leaders, improve instruction through targeted professional development, create community-oriented schools, and provide operational flexibility to schools.

In order to develop the proposed budget, the district developed goals and milestones that would assist in meeting areas that were identified as high need. Next, the district researched evidence-based practices that have been successful in improving outcomes in demographics that are comparable to Hearne Elementary School. The district determined the number of teachers and students to participate in the program and the amount of funds needed to provide appropriate equipment, assessments, professional development training, travel to attend trainings, and program management. These processes provided the district with an accurate understanding of the amount of grant funds that is needed to meet the defined goals of the application.

Needs assessment findings revealed a high percent 50% of teachers with less than 5 years of experience compared to the state's average of 35.4%. The findings further disclosed that only 17.6% of teachers had obtained a Master's Degree or above, compared to the state's average of 24.2%. The lack of experience in the teachers that are employed at the district directly impacts the performance of the students. The IMO must support Hearne Elementary via the application of strategies proven to raise achievement in schools with high percentages of students who come from low-income households as the school's student population is currently over 99.2% Economically Disadvantaged. Further, 21% of Hearne Elementary students is an English language learner.

The initial needs assessment process was designed and reviewed by the district and campus administrators, to include Superintendent, Superintendent of Campus Accountability, Superintendent of Principals, and Administrative and Pupil services other district/campus personnel. If awarded, the district administrators, Project Director, and IMO Board and Development Team will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the district. These individuals will meet on a quarterly basis, or as needed, to assess and review the strategies and activities being conducted. If areas of weakness are identified, the planning team will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to the School Board Members and TEA for approval.

The district has selected to implement the IMO Partnership path in order to leverage the governance and performance management roles of the IMO to not only assist in the program planning, but also to provide guidance and support throughout the implementation process. In accordance with requirements for accessing SB 1882 benefits, a performance contract will be executed that will outline the roles and responsibilities each partner will have. Furthermore, the district will provide the campus administration, Project Director, and IMO Partner the operational flexibility to implement evidence-based strategies and activities. In order to ensure that the program receives consistent, high-quality management, the campus administrators, Project Director and other planning team members will meet on a quarterly basis. During this time, updated data that is collected by the Project Director will be reviewed and compared to the baseline data that was collected during the planning phase of the grant. The team will determine if the campus is demonstrating progress in meeting milestones and objectives

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

that have been set forth in the grant based on findings and a report will be prepared and submitted to the Superintendent for review. A copy of this report will also be made available on the district and campus website. If needed, changes to the program will be proposed and submitted to the Superintendent and School Board for review.

In order for the district to monitor the attainment of the program's goals, strategies, and objectives, the district will ensure that clearly specified and measurable processes and procedures are in place. The evaluation process will include conducting surveys to provide continuous feedback on the program; conducting classroom observations on a regular basis to provide the Principal and grant officials the opportunity to determine whether the trainings, instructional materials, and technology are having a positive impact on the teachers' ability to engage students and increase productivity; and reviewing student achievement results, attendance data, test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the district has shown an increase in student/parent/teacher participation.

The administrators met and reviewed the completed application to ensure that all Statutory and TEA Program Requirements were answered completely and accurately. District/Campus stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

To ensure that all project participants remain committed to the success of the project, the district has received commitment from all participants, including administration and teachers. In order to ensure that participants remain committed to the success of the program, the following elements will be incorporated into the program design:

- A Project Director will be hired to oversee the program and disaggregate information to parents, students, teachers, campus/district administrators, and community members. The Project Director will be responsible for ensuring that activities and strategies being implemented are of sufficient quality and scope for the continued commitment of all stakeholders;
- A Professional Learning Facilitator will be hired to plan and facilitate professional learning across Early Childhood Zone Schools.
- The IMO and planning team will research partnerships that will build school leaders (including teacher-leaders) capacity to research and create lessons that complement/supplement the curriculum, observe teachers and provide feedback, and track and assess student academic progress and attendance.
- Various initiatives will be implemented to ensure students remain committed to the program and are academically prepared for the next phase of their education.
- On-going support will be provided by the IMO, district/campus administration, and other contracted trainers and consultants;
- Quarterly surveys that are designed to solicit feedback from stakeholders, to include teachers, parents, students, and community-based organizations;
- Bi-annual updates on the progress of the program which will be sent home with students and posted on the campus website. This will detail any existing and new strategies that are being implemented and how these strategies will affect students' outcomes, as well as, the success each strategy is having; and

Workshops and professional development trainings that will provide all school personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. To the extent possible, teachers will also be allotted time for joint planning across all grade levels.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement

Grant period: July 9, 2018 to May 31, 2019

Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$570,500	\$	\$570,500
Schedule #8	Professional and Contracted Services (6200)	6200	\$139,000	\$	\$139,000
Schedule #9	Supplies and Materials (6300)	6300	\$290,000	\$	\$290,000
Schedule #10	Other Operating Costs (6400)	6400	\$500	\$	\$500
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,000,000	\$	\$1,000,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,000,000	\$	\$1,000,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director	1	100	\$92,000
5	Campus compliance specialist	1	100	\$70,000
6	Campus assessment and accountability specialist	1	100	\$70,000
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper	1	100	\$46,000
11	Evaluator/evaluation specialist			\$
Auxiliary				

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12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				\$
16				\$
17				\$
18				\$
19				\$
20				\$
Other Employee Positions				
21	Grow your own teacher program	2	100	\$75,000
22	Pathway to Master program	2	100	\$75,000
23	Title			\$
24	Subtotal employee costs:			\$428,000
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$72,000
26	6119	Professional staff extra-duty pay		\$70,500
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$142,500
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$570,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 198905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$
2	Audit and Finance Compliance	\$25,000
3	Systems Training	\$30,000
4	Data Analysis Consultant	\$25,500
5	Program Evaluation Services	\$50,000
6	IMO Board Training Consultant	\$8,500
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$139,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$139,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 198905

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$290,000
Grand total:		\$290,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 198905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$500
Subtotal other operating costs requiring specific approval:		\$500
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 198905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	496	99.2%	
Limited English proficient (LEP)	109	21.1%	
Disciplinary placements	2	.3%	
Attendance rate	NA	96%	
Annual dropout rate (Gr 9-12)	NA	NA	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	17	50%	
6-10 Years Exp.	5	14.7%	
11-20 Years Exp.	7	20.6%	
20+ Years Exp.	1	2.9%	
No degree	0	0%	
Bachelor's Degree	26	76.5%	
Master's Degree	6	17.6%	
Doctorate	2	5.9%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
55	54	64	69	56	71	78	51							500

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
3	3	4	4	3	4	4	3							28

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Schedule #13—Needs Assessment

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In preparation for the submission of the School Transformation Fund Planning Grant (IMO Path), the district analyzed the needs of its two Focus elementary schools that lead them to become Focus schools. Campus data was analyzed utilizing information garnered from the Texas Academic Performance Report (TAPR), School Report Cards (SRC), Texas Consolidated School Accountability Report (TCSR), and Texas Performance Reporting System (TPRS). As the result of a robust assessment effort, specific needs have been identified and strategies have been described. The needs assessment was an in-depth review of the needs of the students, teaching staff, and community. Elements of the needs assessment also included the review of the experience/capabilities of the school leadership team, instructional programs that are currently being utilized at the campus, and the infrastructure that is available for student and teacher use. The goal for the district and campus was not just to identify the areas of need, but to also identify the root cause for the problems.

As part of its root cause analysis, the district conducted a community assessment. Data obtained from the US Census Bureau's American Fact Finder indicated that the Hearne Elementary community has a total population of 7,043 of which 44.7% live in poverty and 17.4% are unemployed. This is significantly higher than the State's averages of 53.2% and 6.4% respectively. For the population that is 25 and over, 24.1% (State: 18.1%) have less than a high school diploma. A final obstacle that is facing the city is the 11.9% of individuals that speak English less than very well and are foreign born.

In keeping with the System of Great Schools theory of change, the IMO will support the schools and the feeder prekindergarten programs to increase the diversity of students who enroll in these elementaries from the broader pool of Pre-K/K students in the community. Based on this assessment, Hearne ISD determined that the campuses must prioritize the following needs in order to be able to provide students the skills needed to close the achievement gaps:

- The experience of teachers and school leaders needs to be increased through targeted trainings. These trainings will provide the knowledge and self-confidence required to manage students' behavior in & out of the classroom, motivate students to take a more active role in their studies, and implement new teaching strategies;
- Teachers, students, and school leaders need access to the latest research-based technology and curriculum that is geared to prepare students to be an active member of today's diverse 21st CCLC society; and
- Teachers need to be provided with a strong support system that will be available to provide struggling teachers with the guidance and assistance needed to bring about positive student outcomes.

Close and careful monitoring, with periodic assessment and continuous feedback of teacher knowledge and the resulting classroom instructional improvement is required to ensure investments in training and support return the maximum benefit. Campus leadership will ensure this feedback is reviewed and real-time and immediate adjustments are made as needs arise.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The experience of teachers and school leaders needs to be increased through targeted trainings.	With the support of the IMO in identifying best-fit professional development for Hearne Elementary, trainings will provide the knowledge and self-confidence required to manage students' behavior in and out of the classroom, motivate students to take a more active role in their studies, and implement new teaching strategies.
2.	Teachers need to be provided with a strong support system that will be available to provide struggling teachers with the guidance and assistance needed to raise student achievement.	The IMO team and its partners will facilitate a learning network across the schools, enabling teachers with similar areas for growth to be supported in a professional learning community. Campus leadership, through increased autonomy, will be able to diagnose educator needs and gaps in fidelity to training during implementation and deploy experienced mentors and trainers to reinforce teacher knowledge and classroom instruction.
3.	The teaching teams of the elementary school would benefit from tighter planning with the sending PreK-K schools regarding the specific needs of incoming students in order to differentiate instruction and supports in early grades.	Part of the IMO team's function will be to support cross-school planning with data analysis and differentiation strategies based on identified needs. The grant's model brings strong vertical alignment experience and knowledge to differentiate instruction for individual students based on competencies rather than expectations assumed by chronological age of students.
4.	School leaders and educators at Hearne Elementary need support in developing skills and strategies for driving continuous improvement. Although a strong root cause analysis was conducted for purposes of Title 1 School Improvement Planning, this sort of analysis and planning must be routine in order for students to achieve at high levels.	The IMO team will have strong competencies in data analysis and improvement planning and will build this capacity in Hearne Elementary. The combined benefit of these competencies along with a deep understanding of child development brought by the grant's approach will strengthen the ability of the IMO team to address teacher performance in a proactive and immediate manner.
5.	Hearne Elementary will benefit from an intentional focus on socioeconomic diversity.	Building on the System of Great Schools theory of action in place, the district will facilitate diverse, dedicated pipeline of students who will flow from the community to these schools, ensuring continuity of instructional methodology and approach.

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Schedule #14—Management Plan

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Executive Director	A minimum of a Master's Degree in Educational Management. A minimum of 5 years' experience with curriculum and instruction, managing programs, budgets, personnel, and working with vendors.
2.	Professional Learning Facilitator	A documented, demonstrated commitment to school reform, experience in campus accountability models and their implementation, and experience serving underperforming schools and working with turnaround technical assistance providers.
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	Improved Educator Proficiency	1.	Teachers will attend a minimum of 15 hours of training each year.	08/01/2018	8/31/2019
		2.	A minimum of 60% of the teachers will receive an overall Proficient rating Improved on their TTESS assessment.	08/01/2018	7/31/2020
		3.	A minimum of 20% of the teachers will have students demonstrate a 5% increase in their academics based on EOC/local assessments.	08/01/2018	7/31/2020
		4.	A minimum of 30% of the teachers will receive at least 1 credential that is designed to improve their ability to manage and engage their students.	08/01/2018	7/31/2020
2.	Improved Student Achievement	1.	A minimum of 20% of the students will receive at least 20 hours of tutoring	08/01/2018	7/31/2020
		2.	A minimum of 20% of the students will demonstrate a 5% increase in their Math, Reading and Science scores based on EOC/local assessments.	08/01/2018	7/31/2020
		3.	Students' overall attendance rates will demonstrate a 5% improvement.	08/01/2018	7/31/2020
3.	Improved Student Attendance and Behavior	1.	A Truancy Prevention Program will be established and implemented within 60 days of the grant start date.	08/01/2018	09/30/2018
		2.	A Positive Student Behavior Initiative will be established and implemented within 60 days of the grant start date.	07/09/2018	09/30/2018
		3.	A minimum of 75% of staff will receive training in the Truancy Prevention Program and the Positive Student Behavior Initiative.	07/09/2018	12/31/2018
4.	Increased Parent and Community Involvement Improved Educator Proficiency	1.	A Family and Community Involvement Initiative will be established withing 60 days of the start date of the grant.	07/09/2018	09/30/2018
		2.	A Parent and Community Involvement Team will be established within 60 days of the start date of the grant, to include a minimum of 20% membership by parents and community members.	07/09/2018	09/30/2018
		3.	A minimum of two Parent and Community events will be conducted within the first 180 days of the start date of the grant.	07/09/2018	12/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the School Transformation (IMO path) planning period, Hearne ISD will sign a Performance Contract with the non-profit entity which has been selected to serve as the independently governed IMO. With the support of the district and IMO, the schools within the Early Childhood Zone, including Bramlette and Johnstone-McQueen (Focus Schools) will implement the Texas Continuous Improvement Framework. The Texas Continuous Improvement Framework is designed to establish the foundation systems, actions, and processes to support the continuous improvements of Texas school district and campuses. The framework provides clearly articulated commitments and support systems needed to engage in thoughtful and collaborative school improvement that has been developed through decades of school improvement and turnaround research. A data-driven process will generate a report that will provide recommendations and suggest resources that are targeted to meet the needs of schools (Source: TCDSS.net) All component levels of the framework are designed to work together through a cycle of continuous improvement to produce systemic transformation. These components include the following structured elements:

- **District Commitments** (i.e. Operational Flexibility, Clear Vision & Focus, Sense of Urgency, High Expectations, District-Wide Ownership, and Accountability);
- **Support Systems** (i.e. Organizational Structures, Processes/Procedures, Communications, and Capacity & Resources);
- **Critical Success Factors** (i.e. Academic Performance, Use of Quality Data to Drive Instruction, Leadership Effectiveness, Increased Learning Time, Family/Community Engagement, School Climate, and Teacher Quality); and
- **Continuous Improvement Processes** (i.e. Data Analysis, Needs Assessment, Implement & Monitor, and Improvement Plan).

In support of the implementation of the Early Childhood Zone school improvement work, the IMO will host open forums in which teachers, school leaders, school councils, parents, and community members will be invited to take part in. These forums will allow these various stakeholders the opportunity to analyze current student data so that they can provide suggestions and feedback on what needs to be improved in the school. Furthermore, as indicated above, the district will commit to:

- **Operational Flexibility** - The district will permit the shifting of resources, processes, and practices in response to the critical needs that are identified;
- **Clear Vision and Focus** - The district will articulate a focus on student achievement as its primary work. Clear plans and systems, aligned to that vision, will be developed to address increasing performance for all students;
- **Sense of Urgency** - The district will set a priority and press for rapid action to change ineffective practices and processes that impede student success;
- **High Expectations** - Explicit, rigorous standards will be placed for student learning. These expectations will be evident and understood by all and include a commitment to providing a timely response and/or adjustment when goals are not met; and
- **District-Wide Ownership and Accountability** - The district leadership will recognize and accept responsibility for all levels of performance and transparently interact with stakeholders to plan and implement improvement initiatives. The district will engage in continuous review of systemic, district-wide practices to ensure effective impact on critical need areas, such as low-performing campuses.

Through the partnership with IMO, aligned technical assistance partners, and with the support of the district, all schools within the Early Childhood Zone can be successful in achieving the following desired results: Accelerated Achievement, System Transformation, and Sustainability.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing Program Coordination

In addition to applying the additional SB 1882 funds it generates through its partnership with the IMO, Hearne ISD will coordinate existing strategies and interventions, resources and facilities and other appropriate community, state, and federal resources in order to maximize the effectiveness of the grant. Hearne ISD will provide existing program resources to support the proposed grant with technology equipment and training materials. Training teams will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials, as well as participate in staff trainings and meetings. In addition, the campuses will utilize existing staff to provide support to the program.

Business Office Oversight

The Business Manager will assist in managing grant expenditures; IMO staff, the Superintendent, and the External Evaluator will monitor progress and contribute to quarterly progress; and Board members will be asked to keep stakeholders informed of the ongoing progress of the planning. These funds will not be used to divert or decrease existing services required by state law, the Texas Education Agency (TEA-State Board of Education), or by local policy.

Ensuring Program Commitment

To ensure ongoing community support, the campus Parent and Community Involvement team will be utilized by district and campus staff to design a continuous feedback mechanism to communicate progress and needs to stakeholders, develop an understanding of community needs as they change, and design programmatic responses to meet those needs and the needs of students.

The initial needs assessment process was designed and reviewed by the district and campus administrators, to include Superintendent, Superintendent of Campus Accountability, Superintendent of Principals, and Administrative and Pupil services other district/campus personnel. If awarded, the district administrators, Project Director, and IMO Board and Development Team will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the district. These individuals will meet on a quarterly basis, or as needed, to assess and review the strategies and activities being conducted. If areas of weakness are identified, the planning team will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to the School Board Members, the IMO Board and TEA for approval.

The IMO Board Members will leverage their relationships within the communities of Texas A&M University, Prairie View A&M University, Longview ISD, and Cy-Fair ISD to assist in maintaining ongoing commitment and community support.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Attendance Logs and Sign-In Sheets	1.	Sign in logs reveal a minimum of 80% of campus staff attended IMO orientation and feedback session
		2.	Central office staff sign-in sheets for change management sessions
		3.	Sign-in sheets show at least 25% of the students had a parent go to an IMO orientation and feedback session
2.	Surveys	1.	Results indicate that the majority of teachers are supportive of the IMO plan.
		2.	Results indicate that majority of parents are supportive of the IMO plan.
		3.	Results indicate that the majority of community stakeholders are supportive of the IMO plan
3.	Research-Based Strategies Identified	1.	Planning team identifies at least 2 research-based strategies for strengthening early childhood programs in Hearne.
		2.	Planning team identifies at least 2 research-based strategies for strengthening literacy and numberacy at Hearne Elementary.
		3.	Planning team identifies at least 2 research-based strategies for strengthening family engagement in Hearne.
4.	Pre-Post Assessments	1.	Pre-Post assessments demonstrate 30% gain in campus staff understanding of the role of an IMO in driving improved student achievement.
		2.	Pre-Post assessments demonstrate 30% gain in central office understanding of the role of the central office in supporting autonomous schools.
		3.	Pre-Post assessments demonstrate 30% gain in finance staff understanding of Student Based Budgeting.
5.	Tool Production	1.	The IMO board approves a strong performance management framework and performance objectives for schools it oversees.
		2.	The IMO board approves a monitoring calendar.
		3.	The IMO board approves an evaluation instrument for the Executive Director of the IMO aligned to the performance framework and objectives.
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Schedule #15—Project Evaluation

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hearne ISD will contract an External Evaluator to evaluate the program and ensure that the program is on target to meet its proposed outcomes. The Director will be required to collect data and submit to the External Evaluator who will develop quarterly reports to be submitted to the district for review. The following table illustrates the data to be collected and when it will be collected.

Training and Outreach Participation	Training Logs, Parent/Community Sign In Sheets. Information will be entered into a database which will be utilized to track and monitor attendance and number of participants served. Survey Results and Credential Certificates will be collected quarterly.
Identification of Research Based Strategies	Proposed strategies will be reviewed to ensure that the underlying methodology and evidence base of research is sufficiently strong.
Change Management	The evaluator will develop a data-driven process (including interviews and focus groups) to determine the level of understanding campus and central office staff have of the IMO structure and their roles within it.

By administering quarterly surveys and collecting and consolidating data in a database on a weekly basis, the Director and Campus staff will be able to identify and correct any problems in the program. Performance measures will be utilized to assess program progress in meeting the stated goals and objectives. If any of the initiatives are deemed to be ineffective in positively impacting the orientation to and support of the IMO structure, the planning team will convene to discuss alternate initiatives or activities that may be substituted. When possible, feedback will be solicited from teachers, parents, and students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the goals, objectives, and activities. In order to be able to develop and implement a school improvement plan that is under the oversight of the IMO and supported by the administrators, teachers, other supporting staff, and parents at Hearne Elementary School, a Campus Reform Team (CRT) will be created. The CRT will consist of individuals which will represent the IMO, campus administrators, teachers, supporting staff, and parents. The CRT will meet on a bi-weekly basis with the district-campus administrators, Project Director, and IMO executive director to discuss and provide input on the activities and strategies that will be implemented.

A Clear Understanding of the Unique Needs of the Campus as Informed by the Needs Assessment and Stakeholder Engagement: During the initial meeting, the Campus Reform Team (CRT) will review the data that is collected by the Project Director. The IMO team and campus administration a Project Director will assist the CRT in identifying the unique needs of the campus and ranking them based on their degree of weakness. Together they will refine the planned strategies that have been listed within the grant, which were designed by the district and campus administration. A plan will be developed that will address these gaps and weaknesses. It is important to note that although district and campus administration will take part in the planning process, the campus administration and School Redesign Partner will be provided with flexibility in the final development of the School. Strategies that are research-based and demonstrate strong evidence of success will be submitted to the IMO Board for review and approval. Once the plan has been approved, the CRT will continue to meet with the district and campus administration and IMO on a monthly basis, to discuss the implementation of the program. During these meetings, the progress being made in meeting milestones will be reviewed and if needed changes to the plan will be discussed. By including stakeholders in the identification of the campus needs, the district can ensure their commitment and engagement to the school reform.

Evidence of Intended Involvement of Parents, Teachers, and/or Community Members in the Planning: Each of the school redesign meetings that are conducted will be filmed and be available for viewing on the campus website. The meeting will begin with the verbal and visual identification of each attending individual, as well as, the identification of the stakeholders they represent (i.e. teacher, parent, etc.). Viewers will be encouraged to post comments and suggestions in a blog that will be included in the website. These will be reviewed by the Project Director and compiled into a report each month. In addition, all attendees of the redesign meetings will be required to sign-in. The sign-in sheet will be collected by the Project Director and maintained on file.

Holistic Picture of the IMO and School Improvement Structure: As part of the IMO planning process, the district and campus administrators, Project Director, IMO staff, and CRT will use a holistic approach for developing and implementing the IMO planning process. This will include the following elements:

Education Plan: 1.) Instructional Program - Instructional programs will be reviewed and reinforced with added resources, such as research-based RtI software, writing programming, and STEM-related curriculum.

2.) The planning team will determine the frequency of observations conducted so they can be evaluated and are provided multiple opportunities for feedback; and 3.) Plan for Specific Student Sub-Populations - Specific activities and services will be identified that will help to ensure that these special populations are able to benefit from the program.

Talent Plan: 1.) Recruitment and Retention of Leadership and Staff - Initiatives will be implemented to increase teacher retention, attract highly qualified teachers, and provide growth opportunities; 2.) Staffing Model - A staffing model will be developed that will identify staffing needs and detail a progression plan; and 3.) Professional Development - High effective trainings will be scheduled and provided to all campus staff.

School Culture Plan: 1.) Core Values - A School Culture Plan will be developed and shared with all stakeholders, which will detail the campuses vision of reform and the core values that will be targeted; and 2.) Comprehensive Student Support - Various supports will be initiated to help ensure students have the means to improve. This will include tutoring, homework assistance, increased parental involvement, mentoring, and more.

Facilities Plan: 1.) General Information - The campus will be assessed in order to identify any weaknesses that exist

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at the facility; and 2.) Specific Needs - Technology/infrastructure will be assessed to ensure no issues arise accessing new programs.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Monitor Schools Receiving Title I Funds: As a Title I Focus School that receives funding under this title, the district has established protocols for monitoring students' performance, implemented strategies, and teachers' proficiency. This includes regular meeting with campus administration to review report cards, STAAR results, T-TESS results, and more.

Monitor School Improvement Plans Upon Submission and Implementation: Methods of evaluation includes objective performance measures/Indicators of accomplishment related to the results of the project and will produce quantitative/qualitative data. (3 pts) As described on Schedules 14-Management Plan and 15-Program Evaluation, the district has established milestones, identified evaluation methods, set associated indicators of accomplishments, and developed data collection processes. The milestones and indicators will be tied directly to the School Improvement Plan that will be developed during the planning time. By monitoring these milestones and indicators, utilizing the defined evaluation methods and data collection processes, Hearne ISD and the IMO can monitor the implementation of the Improvement Plan. Furthermore, as part of the services and support offered by school redesign partner, a Target Improvement Plan template is available for use. This template includes seven critical success factors for monitoring Title I programs.

Implement Additional Action Following Unsuccessful Implementation as Determined by the District in Consultation with the IMO: It is understood that real change takes time. Therefore, the IMO governance and student achievement plans will be designed as a multi-year plan. The School Improvement Plan will be used as a working document that will be utilized to monitor progress over time. The Executive Director of the IMO will review the School Improvement Plan with the campus leader on a regular basis and will be provided with regular updates on the implementation of the plan. If needed, revisions will be made that are necessary to ensure that the plans stay on course. Changes may include adjusting the time table and/or changes to organizational and procedural practices.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through on-going monitoring and adjustments as needed. If changes are made to the School Improvement Plan, a status update will be placed on the IMO Board's Agenda. This will allow stakeholders the opportunity to provide feedback and suggestions. In addition, notices will be sent home with students, and the campus and district website will

Post notices, detailing changes and to the School Improvement Plan.

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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The applicant will recruit, screen, select, and evaluate school redesign partner using a rigorous process. Redesign partners should demonstrate evidence of increasing student achievement in low-performing schools and/or similar learning environments. (GSC 2: 10 Pts). Hearne ISD's Purchasing Department is responsible for facilitating the processes governed by state and federal law to ensure the rigorous recruitment, screening, selection, and evaluation of all external partners. The mission of the Hearne ISD's Purchasing Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. The Superintendent has the authority to commit district funds for the acquisition of goods. However, any single, budgeted purchase of goods or services that costs \$10,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Competitive bids may also be solicited either by means of a Request for Proposal (RFP) or a competitive sealed bid. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Bids/Procurement Website.

Hearne ISD, in keeping with its high standards and good business practices, is committed to providing equal procurement opportunities to Historically Underutilized Business (HUB). HUB is defined as a business enterprise that is at least 51% owned by an Asian Pacific American, Black American, Hispanic American, Native American, American woman and/or Service Disabled Veteran, who reside in Texas and actively participate in the control, operations and management of the entity's affairs.

In the selecting the technical assistance partners that will supplement the work of the Matched Technical Assistance Partner, the district and IMO staff will review the resources that were provided by the Division of System Support and Innovation (DSSI). Based on the information that was garnered from these resources, the district will reach out to various partners to meet and discuss services that can be provided, school reform strategies, costs, and more. Based on this information, the district will determine the best partners to strengthen and accelerate the work within the new IMO structure. Competitive sealed bid process will be initiated as required by state and federal law.

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Changes on this page have been confirmed with:

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and **with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts)**. Hearne ISD, in coordination with the IMO, will align and complement existing school improvement resources, goals, and interventions including: personnel, technology and infrastructure, curriculum, software, facilities, and trainings in order to support and effectively deliver a single and comprehensive school improvement plan.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided by (3 pts). The proposed program will be utilized to supplement and enhance services currently offered through the use of federal, state, and local funds. In this manner, the district will ensure that these acquired funds will be used to supplement (increase the level of service), and not supplant (replace) State and local funds. Furthermore, Hearne ensures that the campus served with these grant funds will receive all of the State and local funds it would have received in the absence of this award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As reflected in the performance contract executed with the IMO under SB 1882, the district will modify its practices to provide the IMO and Hearne Elementary leadership operational flexibility to fully develop and implement a highly effective, autonomous school model. District and campus data illustrates that Hearne Elementary has a unique student population that has its own unique obstacles and needs. Therefore, the IMO and the school will be provided the flexibility to modify their campus policies and instructional methods in order to improve student achievement. During the start-up phase of the IMO work, the district and campus staff will review staffing policies, existing curriculum, class schedules, school calendars. Some changes that being considered include:

Operational Autonomy. [The Hearne IMO] shall have full autonomy with respect to School operations. Domains of autonomy specified in this Agreement are intended as illustrative and do not represent an exhaustive listing.

Budgetary Authority of HEF. [The Hearne IMO] shall have exclusive authority to approve and amend the "IMO Budget" for the School, comprising not less than 57.6% of its allocation identified under the contract. The remaining funds allocated to [The Hearne IMO], comprising not more than 42.4% of the allocation, shall be expended by HISD personnel for central office and other common or joint costs of the education of the students enrolled at the School as provided by the IMO agreement. Funds shall be paid from the HISD Reserve under a cost allocation plan agreed to by HISD and [The Hearne IMO] that attributes central office and other common expenses to the several Hearne ISD campuses pro rata by campus enrollment. The [The Hearne IMO] will approve the cost allocation plan as part of the HISD budget adoption process.

Schedule. [The Hearne IMO] will have sole authority in determining the school day, school year, bell schedule, schedule for before and after-school services and for extra-curricular activities. HEF agrees to provide to HISD no later than 90 days before start of school and to confer with HISD prior to altering.

HISD Meetings, Initiatives, and Training. School staff will not be required to participate in HISD training events or other meetings unless directed by HEF. HEF agrees that all School staff will comply with training requirements under Applicable Law.

Prior to approving and modifications to the practices and policies that are being implemented at the campus, data will need to be provided that demonstrate the research-based effectiveness of the proposed changes. If the proposed modifications are deemed to be valid, the School Improvement Plan will be modified. These changes will be monitored for effectiveness.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IMO will implement a range of evidence-based strategies during the implementation period. These includes:

- **The Texas Continuous Improvement Framework.** The IMO will use framework will help to establish foundation systems, actions, and processes to support continuous improvemen and includes Critical Success Factors that are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. (Source: <http://www.tcdss.net/resources/taq/taais framework>)
- **The Carnegie Foundation for the Advancement of Teaching: Six Core Principles of Improvement.** The IMO will apply "The Six Core Principles of Improvement from the Carnegie Foundation for the Advancement of Teaching" as a structural foundation. Work in the field using these principles as a continuoimprovement model show evidence that promisesuccess. The opportunity to bring researchers and practitioners together to identify the problems of practice and utilize the core principles can improve student learning using best practices andmanaging the integrity of the systems using a disciplined inquiry approach. The ongoing monitoring and appropriate intervention response using the Plan, Do, Study, Act (PAD) format of improvement science will be an integral and non-negotiable part of the Education Plan.
- **Gradual Release Model of Instruction.** The initial primary instructional method will utilize the gradual release model of instruction. Additional instructional methods may be employed based on data and the needs of students. The strength of continuous collaboration of the Network Improvement Community (NIC) will ensure that only evidence-based instructional programs and practices will be used. There will be thoughtful, deliberate and effective design adaptation of the educational program. The potential of using improvement science as the foundation of the Hearne Elementary Education Plan will increase effective systems and processes that positivel impact student outcomes. Building capacity of teachers to deliver quality instruction will occur with the additional professional opportunities of the highest caliber that attract and retain quality teachers.
- **Assessment Strategies and Formative Targets.** Initially, as capacity is being built, assessment strategies will include formative targets and a nnegotiable system of data talk sessions that use the data to inform instructional practice decisions. Staff will have job imbedded professional learning during PLC that specifically and purposefully addresses needs identified through data. Continuous use of quality data will help teachers plan more effectively. The improvement science approach will add flexibility in establishing new formative forms of accountability through ongoing data monitoring and also encourage the implementation of effective innovative learning methods.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation☐ P2 Partnership☒ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☐ Talent Transformation Model☐ Redesign**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As demonstrated by its robust portfolio of school options, Hearne ISD is committed to the proposition that teams of school-level leaders and educators should be empowered to create and continuously improve schools that meet the needs of the student population the school serves. In accordance with the vision of SB 1882 and the System of Great Schools theory of action, the non-profit Innovative Management Organization, East Texas Advanced Learning Academies will support the highly effective team of Pre-K and Kindergarten educators at East Texas to provide the foundation for students to achieve the ambitious performance goals that will be codified in the performance contract that will be executed between the district and ETALA. The district will afford the IMO and the partner) with operational flexibility—with focused support from the IMO and its technical assistance partners, as needed—in developing key activities and elements related to school improvement.

Evidence that the approach will successfully address the needs of the target population. For these activities and elements to be approved, the following steps will need to be followed. First, the Executive Director of the IMO will be provided with a description of the proposed activities/elements, to include research that demonstrates the activities/elements are successful at improving student outcomes **with the specific student population at the schools**. Second, the proposed activities/elements will be presented to the IMO Board with the supporting research for review to assure alignment with schools' needs. Further, the strategies selected will be aligned with the specific characteristics of the schools.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 198905

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The planning grant will **advance Hearne's progress in implementing its theory of action**. The proposed partnership with Pre-K 4 SA, which will serve as an Innovative Management Organization for the Hearne Early Childhood Zone, is a critical next step in the implementation of the district's theory of action. Under the guidance of its Board of Trustees, Hearne ISD is progressively shifting to become a System of Great Schools (SGS) and has explicitly adopted SGS as its theory of action. Consequently, the district was recently **selected for participation in the second cohort of the System of Great Schools (SGS) Network** facilitated by TEA.

The planning grant will **support Hearne's ongoing work to develop the district's charter authorizing capabilities**. The district is leveraging its in-district (Subchapter C) chartering authority in support of this shift. The planning funds will be used in part to develop a **School Performance Framework** and aligned **performance management system** for purposes of monitoring and supporting continuous improvement of schools in the Early Childhood Zone. The framework and system will serve as a template that can be customized for use with other chartered schools within the district.

The planning will **strengthen Hearne's capacity for successful implementation of SB 1882 partnerships**. In Hearne will be implementing a partnership with IMO.

The planning grant will **contribute to creation of an array of great school options that make Hearne a district of choice for families across Hearne**. Hearne ISD is currently a recipient of a TEA **School Redesign Grant** for Memorial High School. This redesign effort is one of several that the district will undertake over the next several years to attract, engage and retain students (from across San Antonio as well as within district boundaries). The planning grant is the first step in creating an exemplary early childhood program that will make Hearne a district of choice for families who will then continue to choose Hearne throughout the childrens' education. This strategy is grounded in research demonstrating that families typically stay with the school system they choose for early childhood services.

The planning grant will **accelerate Hearne's efforts to increase socioeconomic diversity**. The district's efforts to create an array of great school options have been developed with an (1) intentional focus on increasing socioeconomic diversity across district schools, given the strong base of evidence supporting the value of intentionally diverse schools for all students. The proposed partnership with Pre-K 4 SA, which will serve as an Innovative Management Organization (PRE-K 4 SA) for the Hearne Early Childhood Zone, is a critical next step in the implementation of the district's theory of action. In addition to the expertise and resources Pre-K 4 SA brings, **the partnership will contribute to the socioeconomic diversity** of the district—one of the district's objectives under the SGS theory of action (given that research demonstrates that such diversity is a powerful way to raise achievement for all students). Further, the partner

The Executive Director, in collaboration with and with the guidance of IMO board, will prepare for the district's anticipated application for SB 1882 benefits in November 2018. This work will include creation of performance objectives and other critical elements of the performance contract required to receive benefits under the bill.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 198905

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID:

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	programs/activities			
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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
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E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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